

# Making Connections: The Writer's Process through Author Study

GRADE	This unit includes seven lessons that can be implemented in a two- to four-week period.
<b>3</b>	
Cluster 8	

D R A F T



Communication Arts

Missouri Department of Elementary and Secondary Education

## **Unit Overview**

This writing unit focuses on the work of one author. Together, the reading and writing lessons address a variety of Grade-Level Expectations (GLEs) in communication arts. While the author in this unit is Patricia Polacco, other authors can be used to provide a variety of literary experiences. The lessons for reading and writing are intended to occur simultaneously, in order for students to be immersed in the author's style and craft both as a reader and as a writer.

This unit consists of seven lessons that focus on writing as a process, incorporating the study of one author's work as a model for narrative writing. Using the author's works as touchstone or model texts, students will make connections between the author's experiences and their own to explore topic choices that are personally relevant to them. Students will experience the writing process as the teacher models it. They will then apply this process to their own writing to produce a narrative piece, exploring and focusing their thoughts with graphic organizers and creating a narrative with a beginning, middle, and end; supporting details; and descriptive language. Finally, students will share their writing and practice essential speaking skills.

The author investigated in this unit provides a vehicle for engaging students with models of narrative text, which illustrates the essential features of beginning, middle, and end; supporting details; and descriptive language. In this unit, the author serves as a mentor for and model of quality writing.

Throughout the unit, student learning is assessed formatively (to help the teacher shape instruction) and summatively (to determine students' proficiency). As part of the summative assessment, the unit includes a performance event to help prepare students for the Missouri Assessment Program (MAP) and other large-scale writing assessments.

The ultimate goals of the unit are for students to meet the GLEs for the process of writing in narrative form, to develop the relevant higher-order thinking skills identified by the Show-Me Standards, and to construct, in the process, deeper understandings about how literature can be a model for writing via text-to-self connections with one author.

## **Essential Questions**

How can we use an author as a mentor and model for our writing?

What processes do proficient writers use to create strong pieces of writing?

## **Unit Goals**

To promote a focus on higher-order thinking skills (e.g., information processing, communicating, problem solving, and decision making), this unit incorporates the Missouri Show-Me Process Standards. The Show-Me Content Standards are reflected in the GLEs addressed. The standards and goals for the unit and related GLEs appear below.

Show-Me Process Standard Goal 1. Students will acquire the knowledge and skills to gather, analyze and apply information and ideas.

- 1.5 comprehend and evaluate written, visual and oral presentations and works
  - identify and explain connections between text ideas and own experiences (R1I)
- 1.6 discover and evaluate patterns and relationships in information, ideas and structures
  - identify and explain connections between text ideas and own experiences (R1I)
- 1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
  - follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing (W1A)
  - write narrative text that contains a beginning, middle and end; relevant details to develop the main idea; a clear controlling idea; and precise and descriptive language (W3A)

Show-Me Process Standard Goal 2. Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
  - follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing (W1A)
  - write narrative text that contains a beginning, middle and end; relevant details to develop the main idea; a clear controlling idea; and precise and descriptive language (W3A)
  - speak clearly, stay on topic and use appropriate volume and pace when sharing ideas (LS2A)
- 2.2 review and revise communications to improve accuracy and clarity
  - follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing (W1A)

### Grade-Level Expectations Continuum

In this unit, students develop the communication-arts skills listed in the Targeted Learning column below. While supporting students in the development of these skills, teachers should consider students' previous learning and keep in mind their future learning. Although the following table lists each GLE in its entirety, the bold type denotes the specific parts of a GLE that are addressed in this unit.

PREVIOUS LEARNING Grade 2	TARGETED LEARNING Grade 3	FUTURE LEARNING Grade 4 and/or 5
Follow a writing process to <ul style="list-style-type: none"> <li>utilize a simple graphic organizer in pre-writing</li> <li>generate a draft</li> <li>reread and revise work (with/without assistance),</li> <li>edit and proofread for capitalization and ending punctuation</li> <li>publish writing with assistance</li> </ul>	Follow a writing process to <ul style="list-style-type: none"> <li><b>independently use a simple graphic organizer in pre-writing</b></li> <li><b>generate a draft</b></li> <li><b>routinely reread and revise work</b></li> <li><b>routinely edit and proofread for capitalization and ending punctuation</b></li> <li><b>independently publish writing (W1A)</b></li> </ul>	Follow a writing process to <ul style="list-style-type: none"> <li>independently use a simple graphic organizer in pre-writing</li> <li>generate a draft;</li> <li>routinely revise</li> <li>edit and proofread</li> <li>independently publish writing</li> </ul>
Write narrative text that <ul style="list-style-type: none"> <li>records a series of events in chronological order</li> <li>contains story elements</li> </ul>	Write narrative text that contains <ul style="list-style-type: none"> <li><b>a beginning, middle and end</b></li> <li><b>relevant details to develop the main idea</b></li> <li><b>a clear controlling idea</b></li> <li><b>precise descriptive language (W3A)</b></li> </ul>	Write narrative text that <ul style="list-style-type: none"> <li>moves through a logical sequence of events</li> <li>includes details to develop the plot, characters and setting</li> </ul>
Identify connections between <ul style="list-style-type: none"> <li>text ideas—similarities and differences in information and relationships in various fiction works, with assistance</li> <li>text ideas and own experiences</li> <li>text ideas and the world, with assistance</li> </ul>	Identify and explain connections between <ul style="list-style-type: none"> <li><b>text ideas</b>—information and relationships in various fiction and non-fiction works (compare and contrast)</li> <li><b>text ideas and own experiences</b></li> <li>text ideas and the world (R1I)</li> </ul>	Identify and explain connections between <ul style="list-style-type: none"> <li>text ideas—information and relationships in various fiction and non-fiction works</li> <li>text ideas and own experiences</li> <li>text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame</li> </ul>

(continued)

PREVIOUS LEARNING Grade 2	TARGETED LEARNING Grade 3	FUTURE LEARNING Grade 4 and/or 5
Speak at an appropriate volume and maintain a clear focus when sharing ideas	<b>Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas (LS2A)</b>	In discussions and presentations, <ul style="list-style-type: none"> <li>• present ideas in a logical sequence</li> <li>• identify and apply appropriate speaking techniques such as volume control, pace and eye contact</li> </ul>

## Unit Plan

This unit includes seven lessons that can be implemented in a two- to four-week period.

- Lesson 1: The teacher uses multiple texts from Patricia Polacco to model making connections between text and self. The teacher uses an interactive read-aloud technique to show students how a proficient reader and writer makes connections to form ideas that will be used later in developing a writing topic.
- Lesson 2: The teacher uses connections and ideas from previous study of books by Patricia Polacco to model developing a topic for a narrative text. The teacher models with a graphic organizer to assist students with pre-writing. Students begin their writing by choosing and using a graphic organizer.
- Lesson 3: The teacher uses Patricia Polacco texts and a graphic organizer to model how writers plan and develop a piece of writing with a beginning, middle, and end. Students begin composing a narrative text.
- Lesson 4: The teacher uses books by Patricia Polacco to model how writers develop a piece of writing with details and description. Students continue to write a narrative piece.
- Lesson 5: The teacher uses samples of student and/or teacher-made writing to help students practice revision, with a focus on revising to improve beginning, middle, end; details; and descriptive language. Students apply revision strategies to their own narrative piece. As part of the revision process, students read aloud their drafts (in partnerships) and engage in peer conferencing.
- Lesson 6: The teacher uses samples of student and/or teacher-made writing to help students practice editing, with a focus on editing to improve the use of conventions of language, particularly capitalization, punctuation, and grammar. Students apply editing strategies to their own narrative.
- Lesson 7: Students complete the steps in the writing process with final editing. They present finished pieces orally in an Author's Share.

## **Teacher Notes**

### *Time Frame*

This unit can be implemented in a two- to four-week period. However, this time frame will be affected by the following factors:

- the amount of time the teacher allocates in the school day for communication arts (e.g., the number of minutes he or she reads aloud each day, the amount of time he or she devotes to writing instruction, etc.)
- the depth of students' prior knowledge and the need for additional mini-lessons (i.e., systematic, direct instruction for an individual, small group, or whole class) that focus on specific communication-arts skills
- the amount of time the teacher decides to devote to student authors sharing their pieces (e.g., by adding parental involvement to a writing celebration or a share with other adults in the school)

### *Web Sites*

Be aware that Web sites change. Internet searches may be required to locate the suggested literature.

## **Classroom Arrangement**

The classroom should be arranged to accommodate whole-group instruction as well as individual work. Whole-group instruction should include space arrangements that allow students to gather around the teacher for a read-aloud and writing mini-lesson. There should also be space for students to write individually, store writing folders, and secure writing supplies and resources.

Specific details regarding classroom arrangement are provided in each of the seven lessons.

## **Materials Needed**

- One copy each of *Thunder Cake* and *My Rotten Redheaded Older Brother* by Patricia Polacco
- Additional Patricia Polacco books as necessary
- A sheet of unlined paper for each student
- A pencil for each student
- A hardback book or clipboard for each student
- Flip chart or overhead projector and transparencies

- Student writing folders or writers' notebooks
- A variety of pre-writing graphic organizers
- Overhead transparencies of samples of student writing to illustrate beginning, middle, end
- Pens/highlighters for transparencies
- Markers
- Patricia Polacco books on display
- Copies of English or writing handbooks with rules for capitalization, punctuation, grammar, usage (to be shared by the class)
- Overhead transparency of a piece of teacher-prepared writing that contains numerous capitalization, punctuation, grammatical, and mechanical errors
- *For optional summative assessment:* Copies of Student Prompt and Final-Copy sheet

Specific materials needed are listed in each of the seven lessons.

## Lessons

This unit consists of seven lessons, each of which builds on the learning that occurs in the previous one. Each lesson has activities that are designed to be implemented in sequence; however, you may add or delete activities, depending on the needs of your students.

In the lessons, the following icons are used to indicate additional teacher support:



= additional explanation of an instructional strategy



= questions the teacher may use to help students develop higher-order thinking skills



= ideas for resources and/or extensions



= suggested strategies for formative/summative assessment

### ***Lesson 1: Read-Aloud with a Single Author to Make Connections***

#### *Summary:*

The teacher uses multiple texts from Patricia Polacco to model making connections between text and self. The teacher uses an interactive read-aloud technique to show students how a proficient reader and writer makes connections to form ideas that will be used later in developing a writing topic.

This lesson takes place over two or more days.

#### *Assessment:*

On a graphic organizer, students make connections between the text and their own experiences.

#### *Grade-Level Expectation Addressed:*

R1I: Identify and explain connections between text ideas, ...text ideas and own experiences and text ideas and the world

#### *Classroom Arrangement:*

The classroom should be arranged to accommodate whole-group instruction so that students can gather around the teacher for a read-aloud and writing mini-lesson. Many classrooms use a carpeted area for this purpose.

#### *Materials Needed:*

- One copy each of *Thunder Cake* and *My Rotten Redheaded Older Brother* by Patricia Polacco



- Additional Patricia Polacco books as necessary
- A sheet of unlined paper for each student
- A pencil for each student
- A hardback book or clipboard for each student

*Activities:*

1. Using Patricia Polacco's book *Thunder Cake*, conduct an interactive read-aloud by reading the picture book to students as they are gathered in a central meeting area.
2. Stop periodically while reading to model connections that you are making between the text and your own experiences. Continue modeling as you read the entire book. Tell students that proficient writers choose topics that make connections with things they know—that the best writing comes from what a writer has experienced.



Interactive read-aloud is a technique of revealing to students what proficient readers do as the voice inside their heads applies strategic reading techniques. To prepare for the read-aloud, read the text in advance, and use Post-it notes to mark places where you make connections between the text and your personal experiences. While reading to the students, pause and tell them that you are going to reveal what connections you are making as you read. Point out that connections help the reader make sense of the text because the connections add the reader's background of experiences to what the author wrote in the text.

3. For a second read-aloud, begin by distributing a sheet of unlined paper to each student. Ask students to fold the paper in half from top to bottom (hamburger fold) and then fold again from left to right (book fold). When unfolded, the sheet will have four sections identified, so the student can write in each section. If students are seated on a carpet, they can place the paper on a clipboard or the cover of a hardback book to write. Each student will also need a pencil for this activity.
4. Using Patricia Polacco's book *My Rotten Redheaded Older Brother*, conduct an interactive read-aloud as students are gathered in a central meeting area. Stop periodically while reading to model connections that you are making between the text and your own experiences. Show students the Post-it notes you have inserted in the text, and tell them that you have recorded your connections on the notes. Explain that reading is partly what the author shares in the text and partly what the reader brings to the reading through his or her own experiences. Explain that making connections also helps get ideas for writing.
5. Read on, then ask students to write any connection they make with the text on one section of their paper. Continue reading and pausing for students to write a connection.



- What connections are you making with this book (i.e., something like this happened in your life, you have read something like this before, something in this book reminds you of something that is happening in the world)?
- In what ways does this remind you of something you already know?
- How does that connection help you understand the story?
- What ideas does this book give you for a writing topic?



An additional book by Patricia Polacco can be added to the unit at this point to provide additional practice in making connections with text. Additional texts also provide another opportunity to make text-to-text connections.

6. Ask students to share their connections, and discuss how the author's story sparks ideas that they can use to develop a piece of narrative writing.
7. Ask students to make connections between the two Patricia Polacco books (text-to-text).



Create an anchor chart by making two columns on chart paper. Label each column with the name of a Patricia Polacco text. Add more columns for additional texts. In each column, record the connections students make between the two texts.



- How do your connections between the two books help you understand the books better?

8. Ask students to record their name on their paper, and collect the papers at the close of the lesson.



Use the papers to assess the level at which students are able to make connections between a text and their own experiences. You can use the following sample scoring guide to assess.

POINTS	TEXT CONNECTION
3	Makes a variety of rich connections (i.e., text-to-text, text-to-self, text-to-world) that are clearly explained and relevant to comprehending the text
2	Makes connections between the text and mostly personal experience that are clearly explained and relevant to comprehending the text
1	Makes connections to personal experience that are generally superficial and unexamined
0	Makes no connections with the text

***Lesson 2: Using a Graphic Organizer to Develop a Topic for Writing******Summary:***

The teacher uses connections and ideas from previous study of books by Patricia Polacco (e.g., *Thunder Cake* and *My Rotten Redheaded Older Brother* in Lesson 1) to model developing a topic for a narrative text. The teacher models with a graphic organizer to assist students with pre-writing. Students begin their writing by choosing and using a graphic organizer.

***Assessment:***

Students complete a pre-writing activity (using a graphic organizer) that becomes a plan for their narrative piece.

***Grade-Level Expectations Addressed:***

- R1I: Identify and explain connections between text ideas,...text ideas and own experiences and text ideas and the world
- W1A: Follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation and independently publish writing

***Classroom Arrangement:***

The classroom should be arranged to accommodate whole-group instruction so that students can gather around the teacher for a read-aloud and writing mini-lesson. Many classrooms use a carpeted area for this purpose. The classroom also needs space for students to write individually. Typically, this happens at student desks or tables. In addition, the classroom needs to have a display of books by Patricia Polacco, including all the books read aloud during this unit.

***Materials Needed:***

- Flip chart or overhead projector and transparency
- Student writing folders or writers' notebooks
- A variety of pre-writing graphic organizers

***Activities:***

1. Begin with a mini-lesson modeling the development of a topic for writing a narrative piece. Gather the students for a whole-group discussion. Explain that you are going to start a new piece of writing and are searching for a good topic. Refer to the Patricia Polacco books from Lesson 1 or other books by this author and the connections you made with her stories and your own life.
2. Using the flip chart or overhead, generate a list of possible topics for your writing. Include the connections that you made with the Polacco books, and explain your thinking as you

create the list. Ask students to turn to a partner and share several ideas about their connections with the Polacco books that could be topics for writing.

3. Returning to the flip chart or overhead, model the use of a graphic organizer to develop a topic into a narrative piece. Remind students that a variety of graphic organizers are available from which they can choose to develop their pre-writing. Complete as much of the organizer for your own writing as you feel is needed to adequately model the thinking that was involved in developing your ideas.



A number of graphic organizers are available for student use (e.g., webs, lists, picture, maps, tables). Select organizers that students have used in the past, and introduce new ones to extend the variety of their choices. The GLE at grade 3 for pre-writing asks students to independently choose a graphic organizer. Therefore, it is important to present a variety of choices, so a student can choose a pre-writing strategy that works best for him/her.

4. Using a blank organizer, plan a piece of narrative writing, asking the class to participate as well. Select a topic that comes from the Polacco books (e.g., something you did in the summer, as in Polacco's *My Rotten Redheaded Older Brother*). Use interactive writing to allow students to suggest ideas to place on the graphic organizer, and share the pen with them. Show students a variety of graphic organizers that are available in the classroom as forms for them to use or as a chart or poster. Remind students that they can choose a pre-writing strategy.
5. Students return to their individual writing space with their writing notebooks or folders to begin planning their narrative pieces. Encourage students to make a list of possible topics based on the connections they made with the Polacco books. Ask students to record their topic list in their notebooks or folders.
6. Students self-select a graphic organizer to use for pre-writing and planning their narrative piece. Move around the room, conferring with students about their choices and monitoring the pre-writing work as writers think through the piece they will write.
7. Ask students to save their graphic organizer for future use as they develop their narrative piece.



Ask students to record their names on the graphic organizer and submit them later with their completed drafts. Assess each student's use of the graphic organizer to develop his/her writing. You may use the following guide to determine how students develop and use a graphic organizer.

<b>GRAPHIC ORGANIZER</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
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Self-selection	Self-selects a graphic organizer	Selects an organizer with assistance	Does not choose an organizer
Completion	Completes the organizer as a pre-writing strategy	Works on the organizer but does not complete	Shows little or no evidence of completion
Use	Uses the organizer to develop the writing	Marginally uses pre-writing to develop the piece	Shows little or no connection between pre-writing and the final piece

***Lesson 3: Developing Writing with a Beginning, Middle, and End******Summary:***

The teacher uses Patricia Polacco texts and a graphic organizer to model how writers plan and develop a piece of writing with a beginning, middle, and end. Students begin composing a narrative text.

This lesson may extend over several days.

***Assessment:***

Students complete a narrative piece of writing that contains a beginning, a middle, and an end.

***Grade-Level Expectations Addressed:***

- W1A: Follow a writing process to independently use a graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation and independently publish writing
- W3A: Write narrative text that contains a beginning, middle, and end; relevant details to develop the main idea; a clear controlling idea; and precise and descriptive language

***Classroom Arrangement:***

The classroom should be arranged to accommodate whole-group instruction so that students can gather around the teacher for a read-aloud and writing mini-lesson. Many classrooms use a carpeted area for this purpose. The classroom also needs space for students to write individually. Typically, this happens at student desks or tables. In addition, the classroom needs to have a display of books by Patricia Polacco, including all the books read aloud during this unit.

***Materials Needed:***

- Flip chart or overhead projector and transparency
- Student writing folders or writers' notebooks
- Overhead transparencies of samples of student writing to illustrate beginning, middle, end
- Patricia Polacco books on display

***Activities:***

This lesson consists of three mini-lessons aimed at helping students organize their writing with a beginning, middle, and end. After each mini-lesson (approximately 20 minutes), students return to their seats to continue developing their narrative piece. To follow up on the concepts introduced in each mini-lesson, confer with students individually while they are writing and assist them as needed with any problems related to their writing at that stage of the writing process.

1. *Mini-Lesson 1.* Begin with a mini-lesson modeling how writers organize their writing with a beginning, middle, and end. Gather the students for a whole-group discussion. Explain that they are going to consider how Patricia Polacco organized her writing to make it easier to understand and read. Refer to the Patricia Polacco books from Lesson 1 or other books by this author as you discuss each story's organizational pattern. Read the opening lines from several Polacco books. Tell students to note how she tells the reader what the story is about. Connect Polacco's techniques to the students' writing so that they think about how their own writing will have an engaging beginning, middle, and end.



- How did Patricia Polacco engage her readers with the way she decided to begin her book?
  - What were the main events at the beginning of the story? At the end?
  - What happened in the middle to explain the story?
  - How does analyzing this story help you think about your own writing?
2. *Mini-Lesson 2.* Using the overhead, show samples of student writing or your own writing. Highlight or underline the sections of the piece that are the beginning, middle, and end. Explain to students that the beginning includes a topic sentence that focuses the piece on the major idea. Have students find the topic sentence and the conclusion in each writing sample. Explain how the conclusion refers back to the central theme of the topic sentence. Have students find facts or details that comprise the middle of the piece. Specifically, have them look for how the student authors added examples to support each fact or detail. Repeat this process with several samples to show students how writers craft a piece into these three major sections.
  3. *Mini-Lesson 3.* Using a flip chart or overhead, model the use of a graphic organizer to plan a piece of writing that has a beginning, middle, and end. Start with a topic sentence, labeled T, in the following illustration. Add a fact or detail, labeled F-D, that tells about the topic. Add an example of that fact or detail, labeled E, that could be used to enhance the reader's understanding. Repeat the F-D and E at least two times. Finish the organizer with a conclusion, labeled C, that restates the main idea in the topic sentence. Repeat the use of the organizer with several topics as you engage the students in adding facts-details and examples to build a hypothetical piece.

**T—Topic Sentence:** Of all the desserts in the world, I like cake the best.

**F-D—Fact-Detail:** Chocolate cake just makes my mouth water.

**E—Example:** My grandmother makes a dark chocolate cake that uses real buttermilk and also sour cream to make it rich with flavor.

**F-D—Fact-Detail:** Angel-food cake with fluffy frosting is my favorite birthday cake.

**E—Example:** When I eat angel-food cake, it makes me think of cotton candy and birthday parties.

**C—Conclusion:** Without cake, I can't imagine making a choice for dessert.



Take special care to explain that the organizer for this lesson uses very short sentences to show the parts of the piece. The piece they are writing may have more than one sentence in the beginning, for example. But, the main idea will be presented at the front of the piece in a topic sentence. Explain that the organizer simply illustrates the organizational pattern and not the amount of writing that occurs in each part of the piece. The purpose of this organizer is to assist writers in forming a piece that has organizational strength, not to follow a formula for paragraph construction.

4. Conclude this mini-lesson by developing an anchor chart on chart paper that shows the beginning-middle-end organizer that was used in this mini-lesson. Display the anchor chart in the classroom for future reference by writers. Then, ask students to return to their writing notebooks and use the graphic organizer to think through what they have written and what they intend to write in their narrative. Refer students to the graphic organizers that they completed in Lesson 2, and ask them to add a beginning, middle, and end.



Extensions of the mini-lessons could include specific modeling of writing topic sentences or conclusions. Gather samples of student writing that include interesting leads and/or conclusions. Read or show the samples, and discuss what the writer did to make the writing more engaging. Develop an anchor chart that lists ways to create interesting leads or conclusions (e.g., ask a question; use description, dialogue, or a one-word beginning), and post it in the classroom for future reference.

5. After each mini-lesson, students return to their individual writing space with their writing notebooks or folders to work on their narrative pieces. Encourage students to incorporate the mini-lesson learning into their writing for the day. Confer with students as they draft their narratives, asking questions to help them sort out writing problems and solutions. Assist students with planning a beginning, middle, and end, using the graphic organizer in the third mini-lesson.



- How's it going (*focusing on what the writer is doing*)?
- What's the focus of your piece?
- How are you going to be sure you have a beginning, middle, and end?
- What do you mean by...?
- Have you tried out what we talked about today in the mini-lesson?
- What are you going to do next?
- Could you get started on what we discussed and let me see you do a bit of it?



6. Ask students to save their graphic organizers and all their writing-draft materials for future use as they develop their narrative pieces. After this lesson, students will need to add their beginning, middle, and end graphic organizer to their folder of materials for this piece.



Upon completion of the draft, assess each student's use of the graphic organizer to develop his/her writing. You may use the scoring guide from Lesson 2 to determine how students develop and use a graphic organizer. The Writing Scoring Guide/Grade 3 that appears at the end of Lesson 7 includes a beginning, middle, and end as one of the scoring criteria. The work done in this lesson can also be assessed as part of the student's final piece by using the holistic scoring guide.

***Lesson 4: Developing Writing with Details and Description******Summary:***

Teacher uses books by Patricia Polacco to model how writers develop a piece of writing with details and description. Students continue to write a narrative piece.

This lesson may extend over several days.

***Assessment:***

Students complete a draft of a narrative piece that contains details and description.

***Grade-Level Expectations Addressed:***

- W1A: Follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation and independently publish writing
- W3A: Write narrative text that contains a beginning, middle, and end; relevant details to develop the main idea; a clear controlling idea and precise and descriptive language

***Classroom Arrangement:***

The classroom should be arranged to accommodate whole-group instruction so that the students can gather around the teacher for a read-aloud and writing mini-lesson. Many classrooms use a carpeted area for this purpose. The classroom also needs space for students to write individually. Typically, this happens at student desks or tables. In addition, the classroom needs to have a display of books from Patricia Polacco, including all the books read aloud during this unit.

***Materials Needed:***

- Flip chart or overhead projector/transparency
- Student writing folders or writers' notebooks
- Patricia Polacco books on display
- One copy of *Thunder Cake* by Patricia Polacco

***Activities:***

This lesson consists of two mini-lessons aimed at helping students add details and descriptive language to their writing to make it more interesting and engaging for the reader. After each mini-lesson (approximately 20 minutes), students return to their seats to continue developing their narrative piece. To follow up on the concepts introduced in each mini-lesson, confer with students individually while they are writing, and assist them with any problems related to their writing at that stage of the writing process.

1. *Mini-Lesson 1.* Gather the students for a whole-group discussion. Begin with a mini-lesson modeling how writers add description to their writing to stretch the ideas and paint a verbal picture for the reader. Explain that they are going to consider how Patricia Polacco added description to her writing. Using *Thunder Cake* as a touchstone text, read aloud sections of this book in which Polacco describes in rich detail the Michigan farm where her grandmother lived. Notice out loud how she adds details about the clouds, the sounds that she hears, the air, and her grandmother. Discuss how the description appears at the beginning of the book as part of Polacco's introduction to the topic of this book and her topic sentence.
2. Refer to other Patricia Polacco books as you read selected passages that have rich description and detail. Help students identify details and examples from each passage. Explain the importance of adding detail to writing to make it more interesting and to help the reader understand the meaning.



Extend this practice by distributing copies of books by Polacco and other authors. Ask students to locate a descriptive passage and read a portion to the class. Ask students to analyze the phrases that add specific details.

3. Refer to the anchor chart showing the organizer for beginning-middle-end. Note that the organizer includes facts or details to support the topic and adds examples to make the facts and details even more clear and descriptive. Encourage students to consider how they are incorporating details into their narrative pieces.
4. *Mini-Lesson 2.* Using a flip chart, create a list of descriptive words and phrases from one or more of Patricia Polacco's books. Select words that powerfully describe ideas, feelings, and emotions. Read a short passage, then stop to add descriptive words to the list on the flip chart. Invite students to suggest words for the list that they hear in the sentences you read aloud. Title the chart "Polacco's Powerful Words" or something similar to denote how this author chose descriptive language to enhance the writing.



Extend this practice by distributing copies of books by Polacco and other authors. Ask students to locate a descriptive passage and suggest descriptive phrases or words to add to an anchor chart.

5. Create an anchor chart with two equal columns (see the following page). Title one column "Tired Words" and the other "WOW Words." In the Tired Words column, list some overused words that do little to describe people, ideas, and feelings. In the WOW Words column, list some words that are more descriptive and add flavor to the writing.

TIRED WORDS	WOW WORDS
big	immense
little	microscopic
very	especially
looks	appears

Encourage students to add words to both columns. Display the chart in the classroom, and tell students that they may continue to suggest words for the chart as the school year continues.

6. Conclude the second mini-lesson by asking students to think through what they have written and how they might include details and description in their writing.
7. After each mini-lesson, students return to their individual writing space with their writing notebooks or folders to work on their narrative pieces. Encourage students to incorporate the mini-lesson learning into their writing for the day. Confer with students as they draft their narratives, asking questions to help them sort through writing problems and solutions. Help students add more details and descriptive language to their pieces.



- How's it going (*focusing on what the writer is doing*)?
- How could you stretch that idea by adding more details?
- What are some of the details you have added to this piece?
- What do you mean by...?
- Have you tried out what we talked about today in the mini-lesson?
- What are you going to do next?

8. Ask students to save all their writing-draft materials for future use as they develop their narrative pieces. After this lesson, students will need to save all drafts in their folder of materials for this piece.



Upon completion of the draft, assess each student's use of details and descriptive language in his/her writing. The Writing Scoring Guide/Grade 3 that appears at the end of Lesson 7 includes details and descriptive language in the scoring criteria. The specific criteria for these areas are listed on the following page. The work done in this lesson can also be assessed as part of the student's final draft by using the holistic scoring guide.

POINTS	DETAIL	DESCRIPTIVE LANGUAGE
4	Provides specific and relevant details/examples	Contains words that are specific, accurate and suited to the topic
3	Uses relevant details	Contains some words that are specific, accurate and suited to the topic
2	May contain some details that are not relevant or lack sufficient detail	Uses words that tend to be repetitive, imprecise and ordinary
1	Lacks development of details	Uses words that are consistently repetitive, imprecise and ordinary

***Lesson 5: Revising to Improve Writing******Summary:***

The teacher uses samples of student and/or teacher-made writing to help students practice revision, with a focus on revising to improve beginning, middle, end; details; and descriptive language. Students apply revision strategies to their own narrative piece. As part of the revision process, students read aloud their drafts (in partnerships) and engage in peer conferencing.

This lesson may extend over several days.

***Assessment:***

Students complete a narrative piece of writing and supporting drafts that demonstrate the use of stages in the writing process, including revision.

***Grade-Level Expectations Addressed:***

- LS2A: Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas
- W1A: Follow a writing process to independently use a graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing
- W3A: Write narrative text that contains a beginning, middle, and end; relevant details to develop the main idea; a clear controlling idea and precise and descriptive language

***Classroom Arrangement:***

The classroom should be arranged to accommodate whole-group instruction so that the students can gather around the teacher for a read-aloud and a writing mini-lesson. Many classrooms use a carpeted area for this purpose. The classroom also needs space for students to write individually. Typically, this happens at student desks or tables. In addition, the classroom needs to have a display of books by Patricia Polacco, including all the books read aloud during this unit.

***Materials Needed:***

- Flip chart or overhead projector and transparency
- Student writing folders or writers' notebooks
- Overhead transparencies of samples of student writing

*Activities:*

This lesson consists of two mini-lessons aimed at helping students add details and descriptive language to their writing to make it more interesting and engaging for the reader. After each mini-lesson (approximately 20 minutes), students return to their seats to continue developing their narrative piece. To follow-up on the concepts introduced in each mini-lesson, confer with students individually while they are writing, and assist them with any problems related to their writing at that stage of the writing process.

1. *Mini-Lesson 1.* Gather the students for a whole-group discussion. Begin with a mini-lesson modeling how revision can improve the quality of writing. Read to students an overhead transparency of a piece of student or teacher-made writing. Ask the students to find a clear beginning, middle, and end in the piece. Highlight or bracket the identified beginning of the piece. Underline the topic sentence.
2. Write the topic sentence on a clean transparency. Explain to students how the topic sentence could convey the main idea of the piece to the reader in a more engaging and clearer way. Revise the sentence as you explain your thinking. Reread the beginning with your revised topic sentence so that the students hear the difference after the revision.



Samples of student writing can be obtained from the actual pieces the students are writing or have written previously. Care must be taken to have the agreement of the young writer before sharing the writing with a wide audience. Samples can also be obtained from other classrooms. Additionally, many commercial publishers include samples of student writing designed for this purpose in their publications. Teacher-made samples are often more desirable because they can be written with specific revisions in mind.

3. Repeat this process of revision for the end of the piece. Take care to ensure that the conclusion conveys the same theme and focus as the beginning so that the conclusion ties together the main idea of the piece. Model the process of selecting a sentence or two to revise, considering ways to improve the selected part, and performing the revisions. Model crossing out unnecessary words, combining ideas to make one clearer idea, and examining the lead and conclusion to ensure that they are congruent. Emphasize that revision is about crafting the writing to make it clearer and more appealing to the reader. Explain that editing for errors will come later in the writing process.
4. Model and role-play with one student the process of a peer-revision conference. Model listening and asking questions to the writer to help him/her think more deeply about the piece. A peer-revision strategy could include asking students to give two stars and a wish, in which students give two positive comments about their peers' writing and pose one question (wish) to help make their writing clearer. Add to this discussion the

importance of speaking clearly during the peer-revision conversation, including maintaining eye contact and speaking with adequate volume.

5. Ask students to return to their individual seats and work with a partner to (a) read their draft aloud and (b) suggest revisions to add clarity and interest. Monitor this process by circulating among the pairs, encouraging students to give “warm” and “cool” feedback to each other in order to make the writing clearer.



Observe students' level of participation as they engage in peer-revision conferences. Record anecdotal notes about this interaction to determine the use of revision in the writing process. Notes from this observation and others can be used to rate each student with the scoring guide at the end of this lesson.



Revision strategies require both instruction and practice. Students need many opportunities and lessons on how to revise in order to reach proficiency with this complex skill. Numerous professional resources are available to help you learn or refine ways to teach revision. Consult professional books on this topic for more information and ideas.

6. *Mini-Lesson 2.* Conduct this mini-lesson, which is focused on revising for descriptive language. Select a sample piece of writing. Choose a piece whose quality allows for revision of word choice and description. Display the writing on an overhead transparency. Read the writing to the students, and ask them to focus on selecting “Tired Words” to turn into “WOW Words” as discussed in a mini-lesson in Lesson 4. Highlight the selected words and phrases in the sample writing. Generate possible revisions and improvements. Model inserting the revisions into the original piece.
7. Ask students to return to their individual seats and work with a partner to (a) read their draft aloud and (b) suggest revisions to improve their use of descriptive words—to eliminate “Tired Words” and insert “WOW Words.” Monitor this process by circulating among the pairs, encouraging students to give “warm” and “cool” feedback to each other in order to make the writing clearer.
8. After peer-revision conferences, students return to their individual writing space with their writing notebooks or folders to work on their narrative pieces. Confer with students as they revise their narratives, asking questions to help them sort out writing problems and solutions. Help students use more details and descriptive language. Refer to Patricia Polacco's books as touchstone texts for ideas on revision.



- How's it going (*focusing on what the writer is doing*)?
- How could you stretch that idea by adding more details?
- How did Patricia Polacco add details (or develop an ending) to her stories?



- What are some of the details you have added to your narrative?
- Is the beginning of your narrative clear to the reader? The end?
- What do you mean by...?
- Are there "Tired Words" in your piece that you can turn into "WOW Words"?
- What are you going to do next?

9. Ask students to save all their writing-draft materials for future use as they develop their narrative pieces. After this lesson, students will need to save all drafts and revisions in their folder of materials for this piece.



Upon completion of the draft, assess each student's use of revision strategies in their writing. You may use the following guide to determine students' efforts in revision. Collect information by observing students during the revision process and by examining student work at the end of this lesson.

REVISION	2 points	1 point	0 points
Peer revision	Participates in peer-revision conference; offers "warm" and "cool" feedback to peer	Participates in peer-revision conference; feedback is limited	Little or no participation in peer-revision conference
Revision of work	Drafts show evidence of revision, including word-choice substitutions, addition/deletion of words or ideas; rearrangement of text	Drafts show only minor attempts at revision with word-choice substitutions, addition/deletion of words or ideas; rearrangement of text	Drafts show little or no evidence of revision

**Lesson 6: Editing to Improve Writing***Summary:*

The teacher uses samples of student and/or teacher-made writing to help students practice editing, with a focus on editing to improve the use of conventions of language, particularly capitalization, punctuation, and grammar. Students apply editing strategies to their own narrative.

This lesson may extend over several days.

*Assessment:*

Students complete a narrative piece of writing using supporting drafts that demonstrate the use of the writing process, including editing.

*Grade-Level Expectation Addressed:*

W1A: Follow a writing process to independently use a graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation and independently publish writing

*Classroom Arrangement:*

The classroom should be arranged to accommodate whole-group instruction so that the students can gather around the teacher for a read-aloud and writing mini-lesson. Many classrooms use a carpeted area for this purpose. The classroom also needs space for students to write individually. Typically, this happens at student desks or tables. In addition, the classroom needs to have a display of books by Patricia Polacco, including all the books read aloud during this unit.

*Materials Needed:*

- Flip chart and markers
- Overhead projector and transparency
- Student writing folders or writers' notebooks
- Copies of English or writing handbooks with rules for capitalization, punctuation, grammar, usage (to be shared by the class)
- Overhead transparency of a piece of teacher-prepared writing that contains numerous capitalization, punctuation, grammatical, and mechanical errors

*Activities:*

This lesson consists of two mini-lessons aimed at helping students self-edit a piece of writing for standard, conventional usage. After each mini-lesson (approximately 20 minutes), students return to their seats to continue revising and editing their narratives. To follow up on the concepts introduced in each mini-lesson, confer with students individually while they are writing, and assist

them with any problems related to their writing at that stage of the writing process.

1. *Mini-Lesson 1.* Gather the students for a whole-group discussion. Begin with a mini-lesson on identifying common errors in writing conventions and checking one's own writing for these common errors. Ask students to silently read a transparency of a piece of teacher-prepared writing that purposely contains numerous capitalization, punctuation, grammatical, and mechanical errors.
2. Discuss with students how they rate the piece in its use of conventions using the scoring guide below. Ask them to first rate capitalization, then punctuation, then grammar. After each rating, ask students to justify their rating by citing examples from the text.

CONVENTIONS	2 points	1 point	0 points
Capitalization	Has few errors; reader is not distracted by errors	Frequent errors; reader's attention is drawn to the errors	Errors confuse the meaning of the text and the reader
Punctuation	Has few errors; reader is not distracted by errors	Frequent errors; reader's attention is drawn to the errors	Errors confuse the meaning of the text and the reader
Grammar	Has few errors; reader is not distracted by errors	Frequent errors; reader's attention is drawn to the errors	Errors confuse the meaning of the text and the reader

3. Discuss with students the importance of locating and correcting as many errors in convention use as possible to avoid interrupting the reader. Point out the difference between revision and editing.
4. Ask students to return to their individual seats and devote the first ten minutes of writing time to reviewing their drafts and circling any editing errors that they encounter. Ask them to then edit the errors. Students who have not completed writing their pieces may then continue to complete their drafts. Those who have completed their drafts may continue to correct the identified errors.



Observe the students as they edit. Record anecdotal notes to use in evaluating students' involvement in the editing process. Notes from this observation and others can be used to assess each student, using the scoring guide at the end of this lesson.

5. *Mini-Lesson 2.* The aim of this mini-lesson is to generate an editing list with which students can self-edit their own pieces. Begin by developing an anchor chart titled "Our Editing Checklist." Tell students that they are going to create a list of common errors and use that list as a checkpoint for their own writing.
6. Show students a transparency of a piece of teacher-prepared writing that purposely contains numerous capitalization, punctuation, grammatical, and mechanical errors. Ask them to read line by line and identify errors in convention and usage. As each error is identified, determine what editing check to add to the anchor chart. (Below is a list of common editing checks to consider as starting points depending on the writing sample.) Show students copies of English and writing handbooks that contain the conventions of standard English. Show students how to use these books as resources for finding editing information.

COMMON EDITING CHECKS
<ul style="list-style-type: none"><li>• Check for correct use of "their," "there," "know," and "no."</li><li>• Check for capitalization at the beginning of every sentence.</li><li>• Check for punctuation at the end of every sentence.</li><li>• Check for use of apostrophes to show possession.</li><li>• Check capitalization for names of people, places, and things.</li><li>• Check for question marks at the end of questions.</li><li>• Check for overuse of exclamation points.</li><li>• Check for agreement of subject and verb.</li></ul>

- Check for correct use of "their," "there," "know," and "no."
  - Check for capitalization at the beginning of every sentence.
  - Check for punctuation at the end of every sentence.
  - Check for use of apostrophes to show possession.
  - Check capitalization for names of people, places, and things.
  - Check for question marks at the end of questions.
  - Check for overuse of exclamation points.
  - Check for agreement of subject and verb.
7. Display the anchor chart in the classroom, and tell students that more editing checks will be added as the year progresses.
  8. Encourage students to go line by line and look for each editing check in their writing, then trade papers with a partner and repeat this process.
  9. Students return to their individual writing space with their writing notebooks or folders to work on editing their narratives. Confer with students as they edit, asking questions to help them sort through writing problems and solutions. Assist them with editing checks.
  10. Ask students to save all their writing-draft materials for future use as they continue to develop their narrative pieces. After this lesson, students will need to save all drafts and revisions in their folder of materials for this piece.



Upon completion of the draft, assess each student's use of editing strategies in his/her writing. You may use the following guide to determine how students use and develop editing skills. Collect this formative information by observing students during the editing process and by examining student work at the end of this lesson. Look for evidence of editing for standard English conventions.

<b>EDITING</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
Edits for capitalization	Self-corrects most errors in capitalization, particularly capitals at the beginning of sentences	Self-corrects some errors in capitalization; continues to overlook some capitalization at the beginning of sentences	Little or no evidence of editing for capitalization
Edits for punctuation	Self-corrects most errors in punctuation, particularly at the end of sentences	Self-corrects some errors in punctuation; continues to overlook some punctuation at the end of sentences	Little or no evidence of editing for punctuation

***Lesson 7: Publishing and Sharing Writing******Summary:***

Students complete the steps in the writing process with final editing. They present finished pieces orally in an Authors' Share.

This lesson may extend over several days.

***Assessment:***

Students complete a narrative piece of writing that demonstrates the use of the writing process and quality writing traits. Students present their finished piece to an audience. As an option, they may complete a summative-assessment task.

***Grade-Level Expectations Addressed:***

LS2A: Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas

W1A: Follow a writing process to independently use a simple graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing

W3A: Write narrative text that contains a beginning, middle, and end, relevant details to develop the main idea, a clear controlling idea, and precise and descriptive language

***Classroom Arrangement:***

The classroom should be arranged to accommodate whole-group instruction so that the students can gather around the teacher for a read-aloud and writing mini-lesson. Many classrooms use a carpeted area for this purpose. The classroom also needs space for students to write individually. Typically, this happens at student desks or tables. In addition, the classroom needs to have a display of books by Patricia Polacco, including all the books read aloud during this unit.

***Materials Needed:***

- Flip chart and markers
- Student writing folders or writers' notebooks
- Patricia Polacco books on display
- *For optional summative assessment:* Copies of Student Prompt and Final-Copy sheet

***Activities:***

1. Gather the students for a whole-group discussion. Start by telling students that all writers who are published have deadlines to meet. Journalists have short deadlines, and novel writers have much longer ones. Patricia Polacco had a publisher for each of her books, and she submitted her work to the person assigned to do her final editing. Even famous authors need others to look over their work to make certain it is correct before publishing. Schedule an Author's Share in the classroom within two to three days to set the stage for student writers to complete their narratives and publish their work.
2. Invite students who have completed peer and self-revision and editing to submit their drafts to the "publishing editor" (the teacher) for final review. The job of the "publishing editor" is to edit for capitalization, punctuation, grammar, mechanics, and any major revision issues, such as beginnings and endings. The "publishing editor" marks the margin or the exact place in the paper where the error occurs. The student makes the correction.



The teacher serving as "publishing editor" is a technique that works for pieces of writing that will be published beyond the classroom and/or as culmination of major writing projects. It is not necessary to bring every piece of writing to this standard. It is important, however, for students to experience the process of making all corrections after consulting with an expert editor.

3. Send students back to work on completing their narratives. Use this time to confer with students as they revise and edit, asking questions to help them sort out writing problems and solutions. Assist students with editing issues. Fulfill your role as "publishing editor" by marking places where edits need to occur and encouraging writers to make those corrections. Be certain that writers have made attempts to self-edit before attempting to point out errors.



- How's it going (*focusing on what the writer is doing*)?
  - What are some of the details you have added to this piece?
  - Choose a sentence that you are struggling with, and read it to me. What do you mean by...?
  - Are there specific problems you are encountering as you edit your piece? What are they?
  - What are you going to do next?
  - Could you get started on what we discussed and let me see you do a bit of it?
4. Have students continue with final editing and revisions, including copying or word processing a final draft, until all students have met the deadline.

5. Gather the students for a mini-lesson to launch the Author's Share. First, compliment the writers on their efforts. Ask them to share what they have learned about themselves as writers during this process.
6. Tell students that they now have the opportunity to present their writing to their classmates during an Author's Share where each writer will read his/her writing aloud to the group. The class will listen and respond by asking questions and making supportive comments. Generate an anchor chart with the group, listing behaviors that are desirable for good speaking. Ask students to think about presentations that they have seen and heard that were interesting and engaging and ones that were difficult and less effective. Ask them what behaviors the good speakers used to make the presentation interesting? Be certain that the students generate a list that includes the rubric items for assessing speaking that appears in this unit (see below) or other criteria you intend to use to assess their presentations. Display the anchor chart for future reference. Tell students the criteria that you will use to assess the oral presentation of their writing.
7. For the Author's Share, begin with a short discussion of the touchstone texts by Patricia Polacco, explaining how those texts guided the selection of the topics for these narrative pieces. Use the book display to remind students how this process began. Again, celebrate their efforts as writers. Each student writer then reads his/her narrative piece to the class. (This activity may occur over several days or during an extended time period in a single day.) Record observations of each student's oral-presentation skills using the scoring guide below.

<b>SPEAKING</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Volume	Speaks in volume that can easily be heard by all participants; no disruption to the understanding of the presentation	Speaks in volume that can be heard by some, but not all participants; only slight disruption to the understanding of the presentation	Speaks in volume that makes listening difficult and disrupts the understanding of the presentation
Speed/Pace	Speaks in a pace that allows the listener to comprehend	Speaks in a pace that is too fast or too slow so as to partially disrupt listening	Speaks in a pace that is too fast or too slow so as to disrupt the listening
Eye Contact	Looks at the audience frequently to maintain a connection	Looks at the audience sometimes; but the connection is remote	Rarely or never looks at the audience; there is no connection



8. Invite students to ask the writer questions about events and details in the story that are of particular interest.



Inviting parents and/or other adults or peers to attend the writing celebration extends the Author's Share and affords the writer an opportunity to widen the audience.



Upon completion of the oral presentation, collect each student's pre-writing tools and all drafts, including the final one, and revisions. Use these to assess the student's ability to use the writing process. Scoring guides in Lessons 2, 5, and 6 can be used to assess how the students completed each step of the writing process.

The Writing Scoring Guide/Grade 3 that appears on the following page is a holistic scoring guide for assessing the work of third graders. It is the guide used for assessment on the MAP and is therefore an especially useful tool for gauging how well students are able to produce a piece of writing with important craft elements. Use this guide to assess the final draft.

**Writing Scoring Guide/Grade 3****4 Points**

The paper:

- Has an effective beginning, middle, and end.
- Contains a clear controlling idea.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Contains words that are specific, accurate, and suited to the topic.
- Consistently uses complete sentences.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

**3 points**

The paper:

- Has a beginning, middle, and end.
- Contains a controlling idea.
- Addresses the topic and uses relevant details/examples.
- Contains some words that are specific, accurate, and related to the topic.
- Generally uses complete sentences.
- Shows an awareness of audience and purpose.
- May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.

**2 points**

The paper:

- Has evidence of a beginning, middle, and end.
- Contains a general sense of direction, but may lack focus.
- Generally addresses the topic, but may contain some details that are not relevant.
- Uses words that tend to be repetitive, imprecise, and ordinary.
- Contains some incomplete sentences that may be distracting the reader.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

**1 point**

The paper:

- May lack evidence of a beginning, middle, and/or end.
- Is difficult to follow and/or lacks focus.
- Attempts to address topic, but lacks development.
- Uses words that are consistently repetitive, dull, and colorless.
- Includes incomplete sentences that are distracting to the reader.
- Shows little or no awareness of audience and purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.



*Optional Summative Assessment.* The MAP performance event and other large-scale writing assessments often require students to use the writing process in a shortened format to produce a piece of writing. By linking the format to the author study of Patricia Polacco, the following assessment offers students the opportunity to practice this type of writing. Present students with the prompt provided, and allow time for them to complete their pre-writing graphic organizer and draft and to make revisions and edits to their draft. Use the Writing Scoring Guide/Grade 3 as a holistic assessment of each student's piece. Use some or all of the scoring guides from Lessons 2, 5, and 6 to assess the student's ability to use the writing process.

**STUDENT PROMPT**

We have been reading about Patricia Polacco and her book *Betty Doll*. This doll was important to her because of its history in her family. Use a graphic organizer to pre-write your ideas. Then write a narrative about something someone has given to you that was important. Revise and edit your narrative using the Common Editing Checks list below, then prepare a final copy. Turn in all of your pre-writing, rough drafts, and final copy. The stories will be displayed on the hall bulletin board.

Use the questions below to help you in revising your narrative.

Questions:

- Did you stick with the topic?
- Do you have a beginning, middle, and end?
- Did you use capital letters correctly?
- Did you use punctuation correctly?
- Did you add details and descriptive language?

**COMMON EDITING CHECKS**

- Check for correct use of “their,” “there,” “know,” and “no.”
- Check for capitalization at the beginning of every sentence.
- Check for punctuation at the end of every sentence.
- Check for use of apostrophes to show possession.
- Check capitalization for names of people, places, and things.
- Check for question marks at the end of questions.
- Check for overuse of exclamation points.
- Check for agreement of subject and verb.

[illegible]

## **Teacher Reflection**

1. How are the students' skills in identifying a main idea and well-chosen supporting details developing? Are there students who might need additional support? Are there students who might be ready to move on to other elements in the craft of writing—for example, grabbing the reader's attention in the opening sentences/paragraphs, using transitional words to link ideas, etc.?
  
2. What parts of the information-gathering process challenged my students the most? What changes did I make to meet the varying needs of my students in terms of gathering information?
  
3. To what extent were the students productively engaged in the work? How do I know this?
  
4. What feedback did I receive from students indicating that they developed an understanding of the relevant content and that I met my objectives for this unit?